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ABSTRACT

A properly used training plan for cooperative work training can be the most effective tool in the distributive education coordinator's possession. The purpose of this manual is to help distributive education teacher/coordinators to develop and use training plans in their own cooperative work programs. After an introduction the development of a standard training plan is described and its use in practice is discussed. Particular emphasis is laid on the importance of developing, from the standard plan, individualized plans for each student. Twelve major work categories are set up, with a number of learning experiences within each category which will be covered either in the classroom or on the job or in both places. The importance of followup is stressed, and a final section discusses how to handle special problems, based on the authors' experience. Appendixes include forms for each major work category on which the accomplishment of each learning experience can be checked, a sample title sheet for a training plan, 12 title sheets filled out for different job descriptions, a blank learning experience sheet, and a bibliography. (SA)

ED 091590

A STANDARD TRAINING PLAN

FOR

DISTRIBUTIVE EDUCATION

COOPERATIVE WORK METHODS

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FOREWORD

For the past ten years, I have been involved with distributive education, both as a teacher/coordinator, and lately as a teacher educator. For the past three years, I have tried to work out a simple approach to the problem of training plans --- how to develop them, how to use them --- most important, how to get teacher/coordinators in the field to use them. This manual has grown from that concern.

A Standard Training Plan is by no means a piece of scholarly research. It wasn't meant to be. Although I do refer to the works of others in this area, for the most part what is included here is my own work, and the work of Distributive Education majors at Trenton State College.

The manual is designed to be used. Remove pages, reproduce them, draw lines through things, and otherwise adapt what's here to your own situation. But USE it.

I sincerely hope that publication of A Standard Training Plan will encourage more working teacher/coordinators to use the training plan approach in their cooperative work programs.

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September, 1973

Without the help of the Trenton State College distributive education majors who prepared the original training plans, I would not have been able to extract the Major Work Categories which comprise the heart of the Standard Training Plan. Sincere thanks, then, to:

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SECTION I - INTRODUCTION

The purpose of this manual is to help distributive education teacher/coordinators to develop and use training plans in their cooperative work programs.

Training plans are like the weather --- everybody talks about them, but woefully few coordinators seem to be doing anything about them. There are reasons for this --- the cooperative work program already suffers from a surfeit of forms; the effective coordinator is a very busy person, with little time to spare on job and task analysis; typically, coordinators face 20 to 50 different jobs each year, needing 20 to 50 training plans; employers are not anxious to commit themselves to absorbing and implementing detailed plans; students have fuzzy or non-existent career objectives; etc.

And yet, the training plan, properly used, can be one of the most effective tools in the coordinator's possession. Aside from the fact that it is required by most state plans, and is specifically included in the evaluative criteria published by the National Study of Secondary School Evaluation, the training plan can help the coordinator accomplish the following: -

* Make on-the-job experience more systematized and relevant

* Individualize instruction

* Involve employers in the educational process

* Involve students in self-directed activities

* Help sell the distributive education program to employers as a true training program, not just a part-time work-study program

* Provide a basis for the collection, organization and utilization of supplemental materials

* Help students develop and sharpen skills necessary for adequately meeting their career objectives

This manual should help the teacher/coordinator to achieve these vocational goals. In Section II, the development of the proposed Standard Training Plan is described; in Section III, use of the Standard Training Plan is discussed; Section IV deals with some specific problems concerning training plans encountered by the author. The exhibits include a complete, reproducable set of Standard Training Plan parts, a listing of twelve commonly encountered job descriptions from the Dictionary of Occupational Titles, and blank forms for reproduction.

SECTION II - DEVELOPMENT OF THE STANDARD TRAINING PLAN

General Comments

Training plans aren't hard to write; they just seem that way. The traditional vocational educator will insist that a detailed job and task analysis be performed, that workers and supervisors be interviewed, and that, all in all, about 40 working hours be devoted to each training plan. Presumably, this is done on weekends. Once this training plan is completed, it can be used throughout the year as a basis for group as well as individual instruction in a situation where all the students in the class want to be carpenters, auto-body repairmen, or what have you.

The distributive educator faces no such standardized situation. In the first place, out of 20 students, the coordinator is usually confronted with from ten to 20 different career objectives. Secondly, if two students are sales clerks in two different stores, the duties of one are not normally exactly the duties of the other. Something more flexible than the traditional industrial training plan is needed. Compounding this problem is the fact that formal job descriptions are not nearly as prevelant in the area of distribution as they are in more routinized occupations.

Recognizing these factors, this manual takes the approach that what is needed is a basic listing of areas common to most distributive jobs, and a basic task listing common to each of these areas, with plenty of space provided for adding or deleting items, depending on the nature of the actual job under consideration. With the added input of the coordinator, the student, and the employer, the Standard Training Plan provided here should develop into an individualized plan consistent with the school program, the student's career objective, and the needs of the employer.

Methods Used

The method used to produce the Standard Training Plan described here was selective. Senior Distributive Education majors at Trenton State College, working in a Directed Work Experience Seminar, pre-

pared job descriptions, task listing sheets, task detailing sheets and detailed training plans for every 30 distributive jobs which the students themselves had held or were presently employed in. These training plans were analyzed, and a listing of major work categories was developed. The work categories seemed to be common to most distributive occupations, and also seemed to be exclusive of each other. A further requirement was that the common tasks pertinent to each category be few enough in number to fit on less than one page, so that tasks could be included or omitted from an individualized training plan, and additional tasks added, and so that whole categories could be included or omitted as necessary.

The major work categories developed were:

1. Company policies
2. Selling
3. Cash register operation
4. Other sales transactions
5. Product/service technology
6. Stockkeeping and inventory
7. Reports and records
8. Receiving and checking
9. Marking
10. Display and advertising
11. Other specific job duties
12. Career development

Each of these will be discussed more fully in Section III. Every effort was made to pare this list to a minimum, to avoid an excessively lengthy training plan. The above list seems to be the irreducible minimum.

Also consulted at this stage were various textbooks and manuals used in the distributive education classroom, studies such as A Competency Pattern Approach to Curriculum for Instruction in Distributive Teacher Education and the Dictionary of Occupational Titles. It was decided to use the job titles and job descriptions appearing in the D.O.T. for ease of reference and to provide a common basis for training plan development. Another key reference was the U.S. Office

of occupational information [illegible] which lists occupations which are related to the D.O.T. of interest to distributive educators.

The author feels that a cooperative work training plan has a two-fold purpose:

1.) To guide the student toward mastery of the tasks involved in his cooperative work job;

2.) To guide the student toward advanced skills related to his ultimate career objective.

Thus, a training plan should include a job description and task listing sheet based on the job held, and additional tasks and knowledges based on the student's career objective. The Standard Training Plan provides for both of these purposes.

The finalized training plan format presented here has been developed over the three year period that the author has devoted to this project. It is designed to be simple, flexible, practical and above all, usable.

Limitations

Neither the Major Work Categories nor the tasks listed under each were developed through some rigorous task analysis procedure or survey methodology. If anything, they have "seven-eighty" The literature on training plans, cited so far, was not searched in detail, as might be the case in a more scholarly piece of work. This manual is not a product of research --- it is a product of experience and common sense.

A more rigorous approach might be taken, based, for instance, on the Crawford study cited previously. Extensive task lists might be circulated among a representative group of coordinators, checked by students and supervisors, and returned for collation. These tasks most frequently performed could then be included under the Major Work Categories. Whether this approach would produce task lists radically different from the ones included here remains to be seen. Obviously, a study of that magnitude was felt to be well beyond the scope of this manual.

The author offers the Standard Training Plan as a practical approach to the problem presented by the need for training plans --- an approach to be tried, modified, and refined mostly by coordinators in the field.

Developing the Individual Training Plan

Training plans should be individualized for each student and for each job. Two basic approaches can be used, either separately or in combination, to produce a working training plan.

Using the Standard Training Plan presented here:

1.) Have the student write his own job description and prepare a task listing sheet. Compare this to the Standard Training Plan, listing out tasks not performed and adding tasks not listed on the standard plan. Eliminate those Major Work Categories that do not apply.

2.) In conference with the training sponsor, go over the Standard Training Plan, deleting and adding as described above.

3.) Combine approaches 1.) and 2.)

Actually, no training plan should be considered a finished product. The student, his employer, and the coordinator should continuously oversee and update the plan as the student progresses.

Completing the Cover Sheet - Exhibit A

The cover sheet is fairly self-explanatory (see Exhibit A, page 17). It is recommended that D.O.T. job titles and job descriptions be used for standardization, and where so that developed training plans can be reused if possible. Exhibit C presents twelve commonly encountered job descriptions, and a listing of 58 more job titles, which ought to cover about 95% of the jobs encountered in the distributive education program. For additional job descriptions, it would be wise to consult the current D.O.T.

Space for the D.O.T. code and the Standard Industrial Classification code is included. Many states require reporting by these codes.

S.I.C. codes are not included in the Exhibit C Cover Sheets, since they depend on the work station's classification, not the job title.

The job descriptions shown in Exhibit C are straight from the D.O.T. When individualizing the Standard Training Plan, the coordinator would line out those parts of the D.O.T. job description that do not apply, and add at the bottom additional duties that do apply.

While interviewing the employer, the appropriate Major Work Categories should be checked off first. Include only those sheets checked in the finished training plan. All training plans should include Category 1 - Company Policies, and Category 12 - Career Development. If additional Major Work Categories are necessary, they can be written in underneath the twelve categories preprinted on the form.

Completing the Major Work Category Sheets - Exhibit B

A separate sheet is provided for each of the twelve Major Work Categories (see Exhibits B 1 - B 12).

Since a twelve-page training plan would probably defeat its own purpose, it is recommended that Category 11 - Other Specific Job Duties, be used whenever only one or two items from another category apply. Just copy the task onto the Category 11 sheet, and eliminate the other sheet. In this manner, most training plans can be limited to five or six sheets plus the cover sheet.

Space is also provided on each sheet for additional tasks in that area. To keep things organized, tasks unrelated to a particular area should appear in Category 11, not spiced throughout the other categories. The coordinator may have to make up a whole new category for a unique job. Blank Learning Experience Sheets are included in Exhibit D for this purpose.

Columns appear on the right for both on-the-job and in-school instruction. Almost every task will be learned on-the-job, and a check should so indicate, but it reassures the employer to know that his efforts are backed up by practical classroom instruction. The coordinator should check off those items he will be covering in class as he develops the training plan with the employer.

Category 1 - Company Policies

This category, along with Category 12 - Career Development, should be included in every training plan, since all work stations have policies which students should learn. Most of these are "knowing" items, as opposed to "doing" items, or skills. The other major exception to this rule is Category 11, since the ability to do anything

substitute the knowledge necessary to do it.

Category 2 - Selling

This category should be included in any training plan where the student sells direct to customers. Sizing, fitting and measurement items can be lined out if not applicable, and additional duties can be added -- but check Category 4 - Other Sales Transactions, first.

Category 3 - Cash Register Operation

This category should be used whenever the student must operate a cash register as part of his duties. Combined with Category 4 - Other Sales Transactions, it substantially covers the jobs of Cashier and Cashier Checker. The tasks listed are generalized, and can apply to any cash register.

Category 4 - Other Sales Transactions

This is a catch-all category for students who sell and/or operate a cash register. It could easily cover two or three pages, but only those tasks most commonly encountered have been included. Many of these tasks would be suitable for career development for students in entry-level jobs.

Category 5 - Product/Service Technology

This is another knowledge category, as opposed to a skill category. It would be impractical to produce a sheet for every type of product, and every class of knowledge about each product. Note the comment at the bottom of the page -- it details what the student should know about each product listed. The coordinator and employer list each product, (e.g., men's dress shirts) on the form and the student goes to work. It would be wise to avoid brand names and stick to product classes when listing, but the form can be used either way.

Category 6 - Stockkeeping and Inventory

Most jobs/people have some stockkeeping and inventory duties. If the student is responsible for just a few of those items, eliminate this page and write the items in Category II - Other Specific Job Duties. This category is mainly for the student whose major duties lie in this area, and whose job title would be Laborer, Stocker, or Stock Clerk.

Category 7 - Reports and Records

As with the Sales/Service Technology category, to list all possible reports and records the student might be responsible for is impractical. The employer-coordinator should prepare this list, using the work station's own terminology. This category can be omitted from many training plans where the job has no, or just a few, reporting or recording requirements.

Category 8 - Receiving and Checking

This category is for the student employed by a warehouse, wholesaler, or in a receiving department. It can easily be omitted from the training plans of students not so employed. Special forms and procedures used at the training station should be listed in Category 7 - Reports and Records.

Category 9 - Marking

This category is included separately because many salespeople have these responsibilities, as do stock clerks and receiving clerks, but not all do. Thus the category can be either included or omitted, depending upon the job requirements.

Category 10 - Display and Advertising

Despite the popularity of these two topics in the distributive education classroom, relatively few cooperative work students ever are required to perform tasks in these areas, particularly in advertising. This category may supplement Category 12 - Career Development, for this reason. It may also encourage the employer to allow the student holding an entry-level job to perform in advanced skill areas.

Category 11 - Other Specific Job Duties

Obviously, the preceding ten categories do not provide a comprehensive listing of all tasks performed by all cooperative work students. For instance, an Automobile Service Station Attendant's duties are sketchily covered. This category is included so the employer and coordinator can add items not elsewhere covered.

Category 12 - Career Development

This category may be the most important, and most often overlooked, in any training plan. Listing items here requires the imagination of

the student, the employer and the coordinator. In many cases, the job held is only marginally related to the student's ultimate career objective (e.g., typesetter, road engineer). All parties must be on the lookout for those tasks performed at the work station, but not in the student's regular job, which can help him move toward his ultimate goal.

This category, along with Category I - Company Policies, should be a part of every training plan.

Distribution

Once the training plan is developed, copies should be provided the employer and the student. The coordinator should also keep a copy. Sometimes it is a good idea to provide parents with a copy, too. Their support is often helpful in getting problem students through the program.

In a well-run program, Training Agreements, Student Agreements and Student Evaluation Forms are used. Sometimes coordinators pass out copies of their courses of study, a handbook for employers, and other materials. In these cases, it is probably wise to provide the employer with a folder to keep the materials in, with the student's name and the name of the school and program prominently displayed. Materials should probably be introduced into this folder gradually --- nothing discourages a busy employer more than a thick sheaf of papers to wade through all at once.

Follow Up

A training plan that no-one looks at is worse than useless. It is an unfulfilled promise. Plans should be reviewed with the student periodically in class, and the coordinator should be constantly seeking to update and add to the plan.

On training station calls, the plan provides a basis for discussion of the student's progress, and an outline (sometimes) for added experiences and responsibilities. The coordinator should initial those items the student has mastered only when the employer (or sponsor) agrees that he has attained that mastery. There is a side benefit to this --- very often the employer is brought to realize just how much his cooperative work student has progressed by going through the training plan. This helps sell the program.

Occasionally, a student fails to show progress, either because he himself is not motivated, or the employer is not showing the proper amount of interest. Going through the training plan often pinpoints areas where either the student or employer is falling down, and serves as a reference for corrective action.

Using Exhibit C - Commonly Encountered Job Descriptions

Writing a job description can be a stumbling block to preparing a training plan. Most employers in the field of distribution don't have them, particularly for their entry level jobs. Exhibit C is included to make the job easier for the coordinator.

Twelve commonly encountered job descriptions have been extracted from the D.O.T. and preprinted on twelve Cover Sheets. These are designed to be removed from the manual and copied. The descriptions are word-for-word from the D.O.T.

To cover other job descriptions not here included, the coordinator is encouraged to refer to the D.O.T., which is probably available in the local guidance office, or at least at a nearby U.S. Employment Service office.

Coordinators give many reasons for not using training plans. The Standard Training Plan is designed to help answer the major reasons --- no time, too much work, don't have the resources, etc. Several other objections have been heard at coordinator workshops and other gatherings where training plans have been discussed. They are presented and answered below.

"My employers don't want to be bothered."

Often a coordinator who has never tried training plans says, "My employers wouldn't accept anything like this --- they don't want to be bothered." If it is really true that an employer would reject a training plan for this reason, he would probably also reject his training role, and the cooperative work student is reduced to a part-time employee only. This obviously is not the best training station to have, and a conscientious coordinator would not accept it.

But training plans are like any other product or service --- they can be sold. The benefits are already listed in Section I. The tactics are simple --- introduce the Standard Training Plan to the Advisory Committee, going over the benefits and also mentioning the State and National guidelines mentioned in Section I. Consider changing the plan in accordance with their comments. Have they approve it, type on the Teacher Cover Sheet "Approved by the D. E. Advisory Committee, John Jones, President." Now when the employer is presented with the plan, he can be told that the Advisory Board has made it a part of the program.

There is another way, of course more devious and a little less effective. If an employer rejects the training plan, do not leave a copy with him; let the student himself take the initiative to prepare the tasks listed. Bring your copy to all training station visits, use it as a basis for discussion, and keep track of student progress with it, but only let the employer look at it --- don't let him have a copy. After several visits, the employer may ask for a copy, which solves the problem.

Most coordinators do some counseling in their cooperative work students, but they need guidance and support. The coordinator should provide [illegible] to help.

"I have a student who wants to be a dress designer, and the Standard Training Plan is no help at all."

In every distributive education class, there is at least one unique career objective, one that the coordinator has never worked with before. Career objectives change, but training stations do not. The student with the unique career objective is probably going to have a very unsatisfactory cooperative job. The key is found in Section 12 - Career Development, and the answer to this problem is in the discussion of [illegible] 12 on page 9. The Standard Training Plan's first eleven sections can cover the job, and Section 12 can include tasks and experiences consonant with the unique career objective.

"My students don't have career objectives."

It is not unusual for teenagers to lack career goals, or to change goals frequently. Perhaps coordinators should accept this as natural -- late adolescence is a time for exploring. But people don't explore very well if they don't know what they're looking for. Baseball would not be a very interesting game without a home plate, and vocational or career education is not very interesting to the student without a career objective.

If a student cannot express a career objective, then the coordinator should settle for an exploratory objective. Rather than, "Buyer in a department store," accept "Exploration of department store sales or management" as a career objective. Unless or until the majority of school systems adopt a career education approach to curriculum construction, with exploration in the middle school years, coordinators will continue to encounter students who don't know enough about the world of work to make an informed career choice. An exploratory goal is the next-to-best answer.

Accepting no goal at all is foolish. How will the student ever achieve any feeling of accomplishment? This is one area where the coordinator should not cooperate. Once an objective is stated, the training plan becomes a road map for attaining the objective, and should be so presented.

"I gave my co-ordinator a training plan, and he filed it away and never looked at it."

Many coordinators file things away -- things the coordinator

considers crucial to his program. A suggestion given in Section III, under Tool #3, Checklists, is to present the employer a folder, the outside cover of which bears the employer's copy in. By using his own copy as a basis for discussion, the coordinator subtly reinforces the importance of the plan. Sometimes it helps to persuade the employer to give the folder to the student's training sponsor, the actual on-the-job supervisor.

This discussion by no means exhausts the list of possible objections to training plans. The majority of objections center inside the head of the coordinator. Once he sees the value of the training plan approach to his program, and more importantly, to the development of his students, outside objections will tend to melt away.

SECTION V - CONCLUSION

Use of this manual and the proposed Standard Training Plan should simplify the otherwise forbidding task of composing 15 or 20 (or more) different training plans, and reduce this task to a "do-able" job. The benefits --- to students, to employers, to cooperative work programs --- of using training plans cannot be overstated. Training plans work.

I sincerely hope that you, the coordinator in the field, will capitalize on my work presented here, develop individualized training plans, and realize the benefits to your program that will result.

Job Title _____ (D. O. T. Code)

Name of Trainee _____

Occupational Objective _____

Training Station and Sponsor		Dates: Begin	Dates: End
	(S. I. C. Code)		
	(S. I. C. Code)		

Job Description (From D. O. T.)

Major Work Categories (Check those appropriate)

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT B

MAJOR WORK CATEGORIES

Exhibits B 1 through B 12 are the major work categories developed for the Standard Training Plan. A brief explanatory note on each category is included in Section III. These sheets are meant to be removed from this manual and used as masters to reproduce a supply sufficient for the coordinator's needs. A blank space for the page number is included at the top of each sheet. The coordinator can number the pages of the completed training plan for each of his students for control purposes.

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Specific procedures	Check where instruction will be given: Training Station	Date	Classroom	Date
1. Orient toilet				
a. File routine pass on				
b. Know work schedule				
c. Know dress regulations				
d. Operate time clock				
e. Know wage policy				
f. Know pay procedure				
g. Know vacation policy				
h. Know employee discount policy				
i. Know safety rules and procedures				
j. Know merchandise security practices				
k. Know store organization				
l. Know store hours				
m. Know absence and lateness procedures				
n. Know safety precautions				
o. Know fire regulations				
p. Use telephone procedures				
q. Other courtesy rules (list)				

Page No. _____

Learning Objectives	Check where instruction will be given			
	Training Station	Date	Class-room	Date
2. Selling				
a. Use merchandise approach				
b. Use service approach				
c. Use creative approach				
d. Determine customers' needs				
e. Interview, etc.				
f. Assist in fitting				
g. Take measurements				
h. Demonstrate merchandise				
i. Use selling points				
j. Handle objections				
k. Use closing techniques				
l. Substitution sell				
m. Trade-up				
n. Multiple sell				
o. Fill telephone orders				
p. Maintain customer file				
q. Other selling duties (list)				

Exhibit 2-A

Page No. _____

Learning Experiences	Check when instruction will be given: Training station	Date	Classroom	Date
3. Cash Register Operation				
a. Open register				
b. Clear totals				
c. Ring sales				
d. Operate on-the-fly keys				
e. Make change				
f. Close out register				
g. Use "No Sale" key				
h. Record overrings				
i. Record refunds				
j. Record voids				
k. Record clerk ID				
l. Follow cash handling procedures				
m. Compute sales tax				
n. Other cash register procedures (list)				

Learning experiences	Check when information will be given			
	During session	Prep	Class-room	Date
a. Other sales transaction				
a. Handle credit card slip				
b. Operate charge plate stamper				
c. Obtain credit authorization				
d. Handle company charge account sale				
e. Write sales slip				
f. Issue trading stamps				
g. Handle refund				
h. Handle replacement				
i. Handle layaway sale				
j. Handle gift certificate				
k. Handle credit memorandum				
l. Know delivery policy				
m. Wrap/box merchandise				
n. Gift wrap merchandise				
o. Handle check payment				
p. Other sales transactions (list)				

	Check where instruction will be given			
	Training Division	Date	Class-room	Date

Learning Experiences	Check where instruction will be given: Training Station	Date	Classroom	Date
a. Clean floors				
b. Clean counters				
c. Clean shelves				
d. Clean and dust merchandise				
e. Arrange merchandise				
f. Repackage merchandise				
g. Rotate stock				
h. Put out new merchandise				
i. Requisition from storeroom				
j. Reorder merchandise				
k. Take physical inventory				
l. Compute perpetual inventory				
m. Fill interstore transfers				
n. Other shopkeeping/secretary duties (list)				

	Check where instruction will be given			
	Training section	Date	Class room	Date

Pers. No. _____

Learning experiences	Check where instruction will be given: Training station	Date	Classroom	Date
8. Receiving and Checking				
a. Check shipments against bill of lading				
b. Check shipments against invoice				
c. Conduct blind check				
d. Inspect incoming merchandise				
e. Store incoming merchandise in stockroom(s)				
f. Fill orders from stock				
g. Deliver orders from stock				
h. Operate stock handling equipment				
(1) Hand truck				
(2) Conveyor system				
(3) Freight elevator				
(4)				
(5)				
i. Other receiving and checking duties (list)				

Page No. _____

TRAINING EXPERIENCES	Check where instruction will be given: Training station	Date	Classroom	Date
9. Marking				
a. Prepare price tickets				
(1) Cost code				
(2) Seasonal code				
(3) Vendor code				
(4) Markups				
(5) Markdowns				
b. Prepare string tickets				
c. Prepare pressure tickets				
d. Prepare pin tickets				
e. Operate marking machines				
(1) Pin machine				
(2) String ticket machine				
(3) Pressure ticket machine				
(4) Hand stamper				
f. Other marking duties (list)				

Learning Experiences	Check w/ to instruction will be given			
	Training section	Date	Class-room	Date
10. Display and Merchandising				
a. Set up counter display				
b. Set up shelf display				
c. Set up wall display				
d. Set up window display				
e. Use display fixtures				
(1) T stands				
(2) Forms				
(3) Mannikins				
(4)				
(5)				
f. Set up manufacturer's displays				
g. Assemble merchandise for display				
h. Maintain stock display				
i. Print display cards				
j. Complete display cards				
k. Write advertising copy				
l. Prepare a television broadcast				
m. Prepare display and advertising copy (Ltd.)				

EXHIBIT A-(1)

Page No. _____

LEARNING EXPERIENCES	Check where instruction will be given			
	Training Station	Date	Class-room	Date
11. Other Specific Job Parts (List)				
Student will learn how to perform each of the above listed duties specific to this job.				

	Check where instruction will be given			
	Training section	Date	Class-room	Date

EXHIBIT C

COOPERATIVE EDUCATION JOB DESCRIPTIONS

Included here are twelve commonly encountered job descriptions reproduced on Xerox Sheets. These sheets are meant to be removed and reproduced as needed.

The job descriptions presented here are:

EXHIBIT C 1 - AUTOMOBILE-SERVICE-STATION ATTENDANT (915.867)

EXHIBIT C 2 - CASHIER II (211.462)

EXHIBIT C 3 - CASHIER-CHECKER (299.462)

EXHIBIT C 4 - FOUNTAIN MAN (FOUNTAIN GIRL) (319.878)

EXHIBIT C 5 - LABORER, STORES (922.887)

EXHIBIT C 6 - SALES CLERK (290.478)

EXHIBIT C 7 - SALESPERSON, GENERAL (289.458)

EXHIBIT C 8 - SALESPERSON, FOOD (290.877)

EXHIBIT C 9 - SALESPERSON, MEN'S AND BOYS' CLOTHING (263.458)

EXHIBIT C 10 - SALESPERSON, WOMEN'S GARMENTS (263.458)

EXHIBIT C 11 - STOCK CLERK (922.387)

EXHIBIT C 12 - WAITER, WAITRESS (WAITRESS) (311.878)

Other job descriptions and D.O.T. codes of interest to the coordinator are:

1. BAGGER (920.887)
2. BUYER, ASSISTANT (162.158)
3. CASHIER, COURTESY BOOTH (211.462)
4. DELIVERY B (919.883)
5. DESK CLERK (211.462)
6. DISPLAY MAN (298.081)
7. FASHION COORDINATOR (185.158)
8. HOSTESS, RESTAURANT OR COFFEE SHOP (310.858)

9. [illegible] CLERK (262.368)
10. [illegible] (341.368)
11. [illegible] (262.368)
12. [illegible] (343.368)
13. [illegible] (292.353)
14. SALESPERSON, AUTOMOTIVE ACCESSORIES (280.458)
15. SALESPERSON, BOOKS (299.358)
16. SALESPERSON, COSMETICS AND TOILETRIES (266.358)
17. SALESPERSON, CURTAIN AND DRAPERY (274.358)
18. SALESPERSON, FASHION ACCESSORIES (263.358)
19. SALESPERSON, FLORIST (260.458)
20. SALESPERSON, FLYING SQUAD (289.458)
21. SALESPERSON, FURNITURE (274.358)
22. SALESPERSON, GENERAL MERCHANDISE (276.358)
23. SALESPERSON, HI-FI (281.258)
24. SALESPERSON, INFANTS' AND CHILDREN'S WEAR (262.458)
25. SALESPERSON, JEWELRY (283.358)
26. SALESPERSON, LAWN AND GARDEN EQUIPMENT AND SUPPLIES (277.358)
27. SALESPERSON, MENS' FURNISHINGS (263.358)
28. SALESPERSON, PARTS (289.358)
29. SALESPERSON, PETS AND PET SUPPLIES (299.358)
30. SALESPERSON, PHOTOGRAPHIC EQUIPMENT AND SUPPLIES (285.358)
31. SALESPERSON, SHOES (284.358)
32. SALESPERSON, SPORTING GOODS (286.359)
33. SALESPERSON, TELEVISION AND APPLIANCE (278.358)
34. SALESPERSON, YARD GOODS (263.458)
35. SERVICE-ESTABLISHMENT ATTENDANT (369.478)
36. STOCK GIRL, WOMENS' APPAREL (299.887)
37. TICKET SELLER (211.468)
38. YARDMAN (929.137)

	Rates	
	Begin	End

Job Description (From D. O. T.) Services automobiles, buses, and other automotive vehicles with fuel, lubricants, and accessories: Fills fuel tank of vehicle with gasoline or diesel fuel to level specified by customer. Checks level of oil in crankcase and level of water in radiator, and adds required amounts of oil and water to battery, and washes windshield of vehicle. Lubricates vehicle and changes motor oil. Replaces accessories, such as oil filters, air filter, windshield wiper blades and fan belt. Installs antifreeze and replaces spark plugs. Repairs or replaces tires. Replaces lights, and washes and waxes vehicle. Collects payment for services and supplies in cash or by completing credit card sales form. May adjust brakes. May sell batteries and automobile accessories usually found in service stations. May assist in arranging displays, taking inventories, and making daily reports.

Major Work Categories (Check those applicable)

[ ] 1. Receives vehicles	[ ] 7. Records and Records
[ ] 2. Fueling	[ ] 8. Receiving and Checking
[ ] 3. Cash and Register Operations	[ ] 9. Driving
[ ] 4. [illegible]	[ ] 10. Selling and Advertising
[ ] 5. [illegible]	[ ] 11. Other specific Job Duties
[ ] 6. [illegible]	[ ] 12. Career Development

EXHIBIT C-2

Job Training Station Report

Job Training Station: 211.462 (D. O. T. Code)

Name of Trainee: _____

Occupational Objective: _____

Training Station and Sponsor	(S. I. C. Code)	Dates: From	Dates: To
	(S. I. C. Code)		

Job Description (Based D. O. T.) Receives cash from customers or employees in payment for goods or services and records amounts received: Recomputes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals on cash register and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customers for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, fuel, and gift certificates, and issue trading stamps.

Major Work Categories (Check those appropriate)

[ ] 1. Prepare Receipts

[ ] 2. Selling

[ ] 3. Cash Register Operation

[ ] 4. Other Customer Services

[ ] 5. Price Computation and Marking

[ ] 6. Stock Work and Inventory

[ ] 7. Reports and Records

[ ] 8. Receiving and Checking

[ ] 9. Packing

[ ] 10. Display and Advertising

[ ] 11. Price Changes to Sales

[ ] 12. Clean Work Area

Name of Training

Occupational Objective

Training Station and Sponsor	Dates	
	Entered	Left

Job Description (Prov. D. O. T.) Itemizes and totals customer's purchases in self-service grocery or department store, using cash register. Reviews price sheets to note price changes. Records price on cash register. Collects money from customer and makes change. May stock shelves, mark items, bag merchandise, and issue trading stamps.

Major Work Categories (Check those appropriate)

[ ] 1. Shopping Patrolling	[ ] 7. Accounts and Records
[ ] 2. Selling	[ ] 8. Receiving and Checking
[ ] 3. Cash Register Operation	[ ] 9. Invoicing
[ ] 4. Other Sales Transactions	[ ] 10. Pricing and Advertising
[ ] 5. Product/Service Information	[ ] 11. Other Specific Job Duties
[ ] 6. Trouble-shooting and Adjustment	[ ] 12. Related Duties

Dates

Training Station and Sponsor	(S. I. C. Code)	From	To
	(S. I. C. Code)		
	(S. I. C. Code)		

Job Description (From D. O. T.) Prepares and serves soft drinks and ice-cream dishes, such as ice-cream sundaes, malted milks, sodas, and fruitades, using approved formulas and methods or following written directions. Cleans glasses, dishes, and fountain equipment and polishes woodwork on fountain. May prepare and serve sandwiches or other foods.

Job Title _____ ($22,880 (U. S. Code)

Date of Training _____

Occupational Objective _____

Training Station and Location	Dates	
	Begin	End
_____ (S. J. C. Code)		
_____ (S. J. C. Code)		

Job Description (Use D. O. T.) Performs any combination of the following tasks to receive, store, ship, and distribute materials, tools, equipment, and products within establishment as directed. Conveys materials and items from receiving or production areas to storage by hand or using truck. Sorts and hangs materials on racks or places items on shelves or in bins according to predetermined sequence, such as size, type, or product code, storing perishable goods in refrigerated room. Marks materials or containers with identifying information, using pencil or crayon. Opens bales, crates, and other containers, using handtools. Fills requisitions, work orders, or requests for materials, tools, or other stock items to workers by placing them on conveyor or truck. Loads materials or products onto skid, pallet, or truck, prepares and attaches shipping tags to load, and conveys load to production department or loading platform, using handtruck or powered truck. Stows materials or products in railroad cars or truck vans. Keeps record of materials or items received or distributed. Packs material for distribution within plant, weighing or counting them to insure conformance to company or agency orders. Loads rolls of materials in machine holders. Arranges sheet parts in specified sequence for (continued on opposite sheet)

Major Work Categories (Check those appropriate)

[ ] 1. Company Policies	[ ] 5. Records and Records
[ ] 2. Selling	[ ] 6. Receiving and Checking
[ ] 3. Cash Register Operation	[ ] 7. Packing
[ ] 4. Other Sales Techniques	[ ] 8. Display and Advertising
[ ] 5. Stock/Merchandise Maintenance	[ ] 9. Other (Specify Job Duties)
[ ] 6. Establishing and Keeping Records	[ ] 10. Customer Service

EXHIBIT C-9 (continued)

[illegible] (922.887)

assistant by other workers. Makes supply runs to stock items, such as replacing worn or broken drill bits, sharpening knives, and removing rough edges with sandpaper. May be known according to specific task performed as COOLER MAN, ORDER FILLER, PRODUCE CLERK, TOOL CRIBBER.

Exhibit C-2

Job Title: Salesclerk

200.372
(D. O. T. Code)

Name of Trainee: _____

Occupational Objective: _____

Training Station and Sponsor	(S. I. C. Code)	Dates Begin	Dates End
	(S. I. C. Code)		

Job Description (From D. O. T.) Receives payment for merchandise, such as bakery goods, meat, groceries, books, and tobacco selected by customer: Wraps or bags merchandise. Keeps shelves stocked with merchandise. May keep record of sales, prepare inventory of stock, or order merchandise.

Major Job Categories (Check those appropriate)

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Products, Services, Customers
- [ ] 6. Stocks, Arrangement, Inventory
- [ ] 7. Stores and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

	Dates	
	Begin	End
To (City, State and Sponsor) (S. T. C. Code)		
(S. T. C. Code)		

Job Title 290.877
(D. O. T. Code)

Name of Trainee

Occupational Objective

	Dates	
	Begin	End
Training Station and Employer		
(S. I. C. Code)		
(S. I. C. Code)		

Job Description (From D. O. T.) Prepares and sells groceries, fruits and vegetables, dairy products, meat, fish, poultry, or prepared foods in food stores, such as delicatessen, grocery store, and meat or fish market. Sets up displays or counters, shelves, or bins. Aids customer select, performing duties, such as obtaining items from shelves, cleaning poultry, scaling and trimming fish, or slicing delicatessen meat or cheese, using slicing machine. Lists and adds prices, weighs items, such as produce, meat, and poultry, to determine price, and informs customer of total price of purchases. Receives money for purchase. Bags or wraps purchases for customers. May be designated according to type of food sold as FISHMAN; GROCERY CLERK; MEAT CUTTER-MAN; PRODUCE MAN.

Major Work Categories (Check three appropriate)

- [ ] 1. Keeping Records
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Use Typewriter/Business Machines
- [ ] 6. Interviewing and Counseling
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Meeting
- [ ] 10. Minutes and Observations
- [ ] 11. Other Specific Job Duties
- [ ] 12. Travel Involved

Job Title _____ 263.458
(D. O. T. Code)

Name of Trainee _____

Occupational Objective _____

Dates

Begin _____ End _____

Training Station
and Sponsor _____
(S. I. C. Code)

_____
(S. I. C. Code)

Job Description (From D. O. T.) Sells men's and boys' outer garments, such as suits, coats, and coats, performing duties as described under SALESPERSON: (Any Line) Describes, and sells to individuals, merchandise...utilizing general knowledge of the characteristics, quality, and merit of items sold: Sells merchandise from sales floor. Ascertains make, type, and quality of merchandise desired by customer. Displays merchandise and suggests selection to customer. Explains selling points of articles, such as quality, style, and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. Prepares inventory of stock. May requisition merchandise from stockroom.) Advises customer of prevailing styles and suitability of garments. Answers questions relative to texture or design of cloth. Selects standard or altered garments nearest to customer's measurements. May mark garment for alterations. May advise customer concerning attire for various social functions.

Major Work Categories (Check those appropriate)

[ ]	1. Company Policies	[ ]	7. Reports and Records
[ ]	2. Selling	[ ]	8. Receiving and Checking
[ ]	3. Cash Register Operation	[ ]	9. Packing
[ ]	4. Other Sales Transactions	[ ]	10. Display and Advertising
[ ]	5. Stock Maintenance Procedures	[ ]	11. Other Specific Job Duties
[ ]	6. Stock Control and Inventory	[ ]	12. Career Development

Trainee File

Job Title: Salesperson, Women's Apparel 262.358
(D. O. T. Code)

Name of Trainee: _____

Occupational Objective: _____

_____

Training Station and Sponsor	Dates: Begin	End
_____ (S. I. C. Code)		
_____		
_____ (S. I. C. Code)		
_____		

Job Description (From D. O. T.) Sells women's clothing, such as coats, suits, formal gowns, and dresses, performing duties as described under SALESPERSON, RETAIL (Displays, describes, and sells to individuals merchandise...utilizing general knowledge of the characteristics, quality, and worth of items sold. Sells merchandise from sales floor. Ascertains make, type, and quality of merchandise desired by customer. Displays merchandise and suggests selection to customer. Emphasizes selling points of articles, such as quality, style, and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. Prepares inventory of stock. May requisition merchandise from stockroom.) Advises customers as to current fashion and recommends style of garment to suit age and figure. Answers questions regarding-coverage, washability, durability, or color fastness of various fabrics. Suggests types of garments for all occasions. May make repairs or alterations.

Major Work Categories (Check those appropriate)

- ☐ 1. Company Policies
- ☐ 2. Selling
- ☐ 3. Cash Register Operation
- ☐ 4. Other Sales Transactions
- ☐ 5. Product/Service Technical
- ☐ 6. Receiving and Checking
- ☐ 7. Reports and Records
- ☐ 8. Receiving and Checking
- ☐ 9. Marking
- ☐ 10. Display and Advertising
- ☐ 11. Other Specific Job Duties
- ☐ 12. Career Development

Job Title 223.387
(D. O. T. Code)

Name of Trainee

Occupational Objective

Training Station and Sponsor	(S. T. C. Code)	Dates Begin	Dates End
	(S. T. C. Code)		

Job Description (Using D. O. T.) Receives, stores, and issues equipment, material, supplies, merchandise, foodstuffs, or tools, and compiles stock records in the stockroom, warehouse, or storage yard. Counts, weighs, or weighs incoming articles to verify receipt of items on requisition or invoice. Examines stock to verify conformance to specifications. Stores articles in bins, on floor, or on shelves, according to identifying information, such as style, size, or type of material. Fills orders or issues supplies from stock. Prepares periodic, special, or perpetual inventory of stock. Requisitions articles to fill incoming orders. Completes reports of use of stock handling equipment, adjustments in inventory counts and stock records, spoilage of or damage to stock, location changes, and refusal of shipments. May mark identifying codes, figures, or letters on articles. May distribute stock among production workers, keeping records of material issued. May make adjustments or repairs to articles carried in stock. May determine methods of storage, identification, and stock location, considering temperature, humidity, height and weight limits, turnover, floor loading capacities, and required space. May cut stock to size to fill order.

Major Work Categories (Check those appropriate)

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operations
- [ ] 4. Other Basic Operations
- [ ] 5. Product/Service Knowledge
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

Exhibit C-12

DISTRIBUTIVE EDUCATION
TRAINING PLAN

Job Title WAITER, INFORMAL (COFFEE SHOP) 311.477
(D. O. T. Code)

Name of Trainee _____

Occupational Objective _____

_____

	Dates	
	Begin	End
Training Station and Sponsor _____		
(S. I. C. Code) _____		
_____		
(S. I. C. Code) _____		

Job Description (From D. O. T.) Serves food to patrons at luncheons, and other dining establishments where food service is informal: Presents menu, answers questions, and takes suggestions regarding food and service. Writes order on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bars. Observes guests to refill and additional request and to perceive when meal has been completed. Totals bill and accepts payment or refers patron to cashier. May ladle soup, toss salads, portion pies and desserts, brew coffee, and perform other services as determined by establishment's size and practices. May clear and reset counters or tables at conclusion of each course.

Major Work Categories (Check those appropriate)

[ ] 1. Company Policies	[ ] 7. Receipts and Records
[ ] 2. Selling	[ ] 8. Receiving and Checking
[ ] 3. Cash Register Operation	[ ] 9. Marking
[ ] 4. Other Sales Transactions	[ ] 10. Display and Advertising
[ ] 5. Product/Service Technology	[ ] 11. Other Specific Job Duties
[ ] 6. Stockkeeping and Inventory	[ ] 12. Career Development

EXHIBIT B

BLANK LEARNING EXPERIENCE SHEETS

Page No. ____

LEARNING EXPERIENCES	Check where instruction will be given: Training Station	Date	Classroom	Date

49-50-51-52

Carlo, Fredrick A., Lewis E. Murphy and Wesley R. Scott, Distributive Education Work - Experience Manual. Albany, N. Y.: Delmar Publishers, Inc., 1970.

Crawford, Lucy C., Principal Investigator, A Competency Pattern Approach to Curriculum Construction in Distributive Vocational Education. Washington, D.C.: U.S. Government Printing Office, 1969.

Dorr, Eugene, Consulting Editor, Occupational Manuals and Profiles in Marketing. New York: Gregg Division, McGraw-Hill Book Co., 1969-71.

Edison, Judith E. and Kenneth G. Hills, Checker-Cashier. Cincinnati, Ohio: South-Western Publishing Co., 1960.

Ernest, John W. and George H. DeVald, Salesmanship Fundamentals (Third edition). New York: Gregg Division, McGraw-Hill Book Co., 1965.

Haines, Peter G. and Herbert H. Woods, Distributive Education Training Guides. Cincinnati, Ohio: South-Western Publishing Co., 1963.

Mason, Ralph E., and Peter G. Haines, Cooperative Occupational Education (Second edition). Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

Mason, Ralph E., and Patricia Bliss Bath, Marketing and Distribution. New York: Gregg Division, McGraw-Hill Book Co., 1968.

Moffett, Carol Ellis, Creative Merchandise Ideas for Sale. New York: Gregg Division, McGraw-Hill Book Co., 1969.

Richert, C. Henry, Warren G. Meyer and Peter G. Haines, Retailing, Principles and Practices (Fifth edition). New York: Gregg Division, McGraw-Hill Book Co., 1968.

U. S. Department of Health, Education, and Welfare, Office of Education, Vocational Education and Occupations. Washington, D. C.: U.S. Government Printing Office, 1969.

U. S. Department of Labor, Dictionary of Occupational Titles (Third edition). Washington, D. C.: U. S. Government Printing Office, 1965.

Wingate, Isabel B., Karen R. Gillespie and Betty G. Addison, [illegible] (Third edition). New York: Gregg Division, McGraw-Hill Book Co., 1964.

Winakor, John W. and Mildred R. Sexton, Retail Merchandising (Seventh edition). Cincinnati, Ohio: South-Western Publishing Co., 1960.